Finnish Grammar Guide

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Senior Missionary Training Center

Instructions to Language Tutors and Missionaries

The objective of the language tutoring program for senior missionaries is to enable them, and others, to begin communicating meaningfully as early as possible in their mission language. In order to help accomplish this objective, this grammar guide provides a focus on only the most basic grammatical structures of the language for those who are studying the language for the first time. By limiting the focus of the missionaries to the basic concepts outlined in this guide, seniors will be able to concentrate their energy and attention on doing a few things very well, rather than trying to cover everything. The content of this guide has been prepared to enable seniors to communicate the following in their mission language:

- Asking about and Expressing a State of Being
- Asking about and Expressing Possession
- Asking about and Describing Objects and People
- Asking about and Expressing Desire, Need, Preference, Ability, and Intention
- Asking about and Describing Simple Actions and Events
- Asking and Answering Questions of Time, Place and Purpose
- Narrating Simple Experiences and Stories

The lessons are designed to insure that the missionaries can communicate each of the above concepts under the following three conditions:

1) using both questions and answers
2) in the simplest forms of the present, past, and future
3) in both the affirmative and the negative

Lesson sequence to be followed: It is recommended that the grammar lessons be studied in the sequence that they appear in this guide. Missionaries may refer to a separate language reference for further explanations on any of the points of grammar as they move through this guide.

APPENDICES: The appendices for the Finnish Grammar Guide are designed as a necessary supplement to the grammar lessons. Mastering the principles contained in the appendices is ***vital*** to the success of missionaries learning Finnish! They are not merely optional exercises that can be gone over as extra material. Each appendix is just as important as a regular lesson; they have been placed at the end of the grammar guide only to allow for more customizable integration into and among the lessons at the front. The appendices will be referred to periodically in conjunction with the lessons as they have been designed to provide necessary material involved in the communication demonstrated by the grammar guide lessons.

Teach and practice from the visual displays: Use the visual displays in this document for practice during tutoring sessions. They are designed to provide a "visual connection" between tutor and learner, especially when on the telephone. The visual nature of the

displays is intended to eliminate much of the need for grammar rules, by "showing" rather than "explaining".

Refer when necessary to a language text: For each lesson in this document, missionaries and tutors may refer to a language text of their choice whenever necessary to answer questions they may have regarding the grammar, and should continue to refer to it once they are in the field.

Pace for moving through this grammar guide: There is no need to move too quickly through the lessons. Time should be spent on building confidence in using the structures in each lesson before moving on. Spend the necessary time increasing vocabulary and reviewing previous lessons before moving too quickly ahead. The lessons will build on each other as you move through the sequence.

Use a variety of activities: It is not necessary to cover a "new lesson" in each tutoring session. Missionaries will gain more confidence when they are given the opportunity to participate in a variety of activities on the same principle. This will more likely insure that they are not only mastering concepts and structures as they go, but that they have ample opportunity to review and maintain their confidence in all past lesson material. Tutors should plan and conduct many "communicative" language-type activities as part of their tutoring, including the performance of "tasks", which are studied separately.

Speak the language: Speak the language at every opportunity. An explanation here and there may be necessary in English, but missionaries need ample opportunity to "see themselves communicating in the language". This will build their confidence more than anything else. Tutors should limit their own use of the language to the structures and vocabulary that the missionaries have learned up to that point, so as to increase the likelihood of their success in listening and responding in the language during tutoring sessions.

Organize note-taking: When missionaries have questions on particular grammatical structures, they should write any notes in the margins of the text or on the visual display sheets of this document where that particular principle is located. By doing so, their notes will be automatically organized for future reference, because they will be written on the pages which deal with that principle.

Use a pocket notebook for vocabulary: Vocabulary items should be written in an organized way in a small, pocket-sized notebook, which can be carried with them for easy reference while speaking the language. Keep two separate lists for easy access; one of verbs, and the other for general vocabulary items. For example, keep a list of verbs in the front of the notebook, and a list of all other vocabulary items in the back. Write in the language on the left side of the page, with the English equivalent on the right side. This makes for easy review by covering either one or the other side of the list.

Use vocabulary notebook for review: Not having easy access to one's notes is one of the most frustrating hindrances of note taking, and thus of systematic review. By using the vocabulary notebooks, missionaries can be much more successful in their review because they can always be working from a current, up-to-date list. Be selective at first. Don't try to

remember or write everything down. Select those vocabulary items / verbs that you will use most frequently and build from there.

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1. Overview of the Language

Finnish is a beautiful language. It is part of the Finno-Ugric language family. Estonian is an close relative and shares many of the same words and forms. Hungarian is also part of the Finno-Ugric family, although not nearly as close to Finnish as Estonian. There are about 5 million Finnish speakers within Finland and a few thousand in surrounding countries. This grammar guide is intended to help senior missionaries begin to communicate meaningfully as early as possible and is *not* meant to be a comprehensive grammar of the language.

Finnish is a phonetic language. This means that every letter or diphthong makes only **one** sound, **regardless** of the word in which it is used.

The word order in Finnish is basically the same as English. However, the word order can be changed drastically depending on the *focus of the sentence.* Whatever you want to stress in the sentence will come either at the first or the end of the sentence. We will teach you common ways to say certain sentences, but be aware that you may hear them said differently once you are in Finland.

Parts of Speech

Before we begin learning Finnish, it may be helpful to review some of the basic parts of English, called "the parts of speech." Some of these terms may be new to you, and some may be familiar. While learning Finnish, we will talk about these concepts using many of the terms discussed below. It may be helpful to come back and review these concepts later when you have questions.

What is a noun?

- Nouns are usually one of the following: person, place, or thing.
- In English, nouns are marked with **articles** 'a' or 'the' (Ex. *the* gospel or *a* book). Finnish has no articles.
- Nouns can also be made **plural** by adding '-s' or '-es' to the word (ex. book; books, box; boxes).
- Finnish has several different noun *cases* - which means that nouns take on different endings depending on the context they are used in. We have some examples of this in English:

Example:	The book belongs to *John*.	
	The book is *John's*.	(*John's* is in the *posessive* case.)
Example:	*I* have the book.	(*I* is the *subject* of the sentence.)
	The book belongs to *me*.	(*me* is the *object* of the sentence.)

  - In the examples above, why did the form of the word in italics change between the two sentences, even though it had basically the same meaning? Because the word's *function* in the sentence changed in relation to the rest of the words. *Cases* work the same way; the *form* of a noun or adjective changes depending on its *function* or *context* in the sentence.

What is a pronoun?

- Pronouns take the place of nouns.
- There are also two types of Pronouns: *Demonstrative Pronouns* specify which or what item, concept, or idea you are talking about, and *Personal Pronouns* take the place of Personal Proper Names.

Example: Jim bought *the book.* → He bought *that*.
or: Jim bought *the book.* → He bought *it*.

- *He* takes the place of *Jim* in both sentences, but *it* and *that* can both take the place of *the book* depending on the meaning that is being expressed.

Demonstrative Pronouns	Personal Pronouns
this, that	I, me, we, us
these, those	you, you, he, him,
	she, her, it,
	they, them

What is an adjective?

- Adjectives make communication fun and expressive. Adjectives modify or clarify nouns.

Examples: smart, funny, red, green, big, small, etc…

- They usually occur between articles and nouns.

Example: the truck, the *big* *blue* truck
[article][noun] [article][adjective][adjective][noun]

- In Finnish, the adjective generally must agree with the noun in quantity (singular or plural).

Example: (English) The flowers are pretty.
(Finnish) Kukat ovat kauneita.
(*Flowers are <u>pretties</u>*.)

- The *flowers* in the second sentence are plural, the adjective that describes them, *pretty*, needs to match, so it is changed to its plural form.

What is an adverb?

- Adverbs describe verbs, adjectives. They often end in **–ly**.

Examples: She *swiftly* skimmed the surface.
They both *easily* learned the language.
The book was *moderately* large.
If you are *adequately* patient, Finnish is *surprisingly* easy.

What is a preposition?

- Prepositions are sometimes called 'place words' because they tell us where something is happening.

  Example: at, from, to, for, etc...

- In most languages prepositions are used to add extra information about the sentence. (Ex: John kicked the ball to the boys by the tree.)
- These words are called **pre**positions because they come *before* a word. Although most of the function of English propositions is filled by *case* endings in Finnish (see above), there are some words that work exactly like prepositions, except they come **after** a word. Therfore they are called ***post****positions* or sometimes ***post****positives*.

  ***Example*:** (English) Will you come *with* me?
  (Finnish) Teuletko minun *kanssa*?
  (*Will you come my with?)*

  - In the example above, *kanssa* is the Finnish equivalent of the English preposition *with*, but it comes after the word it affects instead of before it, so it is called a *postposition*. (The word *kanssa* also makes *me* change to *my*; the meaning is the same as the English sentence above it.)

What is the subject?

- The subject of a sentence is the person or thing that performs the action, or verb, of the sentence.

  Examples: **I** eat, **she** studies, **the president** interviews,
  the missionaries teach, etc.

What is an object?

- The object of a sentence is the person or things that is affected by the action, or verb of the sentence.

What is a verb?

- Verbs are sometimes called "action words" because they usually show action.

  Examples: jump, run, kick, etc…

- Verbs can change **tense** by adding '-ed,' '-ing,' or an auxiliary verb like 'will.' **Tense** tells you when the action happens. We sometimes think of tense as past, present, future, conditional, or imperative (command).[1]

  Present tense: Sara *studies* the lesson.
  Past tense Sara *studied* the lesson.
  Future tense: Sara *will study* the lesson.[2]

[1] The imperative and conditional "tenses" really describe what are known as *moods*. However, it is simpler to speak of them here as *tenses* since they are verb forms that function morphologically in much the same way as tenses.

Conditional tense: Sara *would study* the lesson if she wanted to study.
Imperative tense: *Study* the lesson, Sarah.

- Verbs can also change **voice**. There are two types of voice, **active** and **passive**:

Active voice: The subject is the doer of the verb.

Examples: The dog *is eating* the cat.
Jesus *wept*.
We *will fly* to Finland.

- In the examples above, the underlined subjects are the **doers** of the action.

Passive voice: The verb has no subject expressed by the sentence. Either the subject is unknown, or the verb does not need a subject.

Examples: The cat *is eaten*.
The lesson *will be studied*.
Converts *were baptized.*
The mission president *has been notified*.

- The examples above are different from the examples for the active voice in that there are no underlined words. This is because there are no subjects in passive sentences. The *cat*, *lesson*, and *converts* cannot be the subjects, because they are the **objects** of the verbs, i.e. they are being affected by the verbs.

Differences from English

In order to learn Finnish, it is helpful to examine the important general differences from and similarities to English.

Word Order

- The word order in Finnish is basically the same as English. However, the word order can be changed drastically depending on the *focus of the sentence.* Whatever you want to stress will come either at the first or the end of the sentence. We will teach you common ways to say certain sentences, but be aware that you may hear them said differently once you are in Finland

Examples:
Maria rakastaa äitiänsä. Maria loves her mother. *(Emphasis in italics.)*
Maria äitiänsä rakastaa. . Maria *loves* her mother. *(Emphasis in italics.)*
Äitiänsä Maria rakastaa. Maria loves *her mother.* *(Emphasis in italics.)*

However, this does not mean that the word order is completely free. There are some conventions to be observed. We will teach you the simplest and most standard word

[2] Finnish has no future tense. If a future idea is meant, the present tense is used and the listener is expected to understand the meaning from context. It's easier than it sounds.

order. Once in Finland, you will notice these variations and can experiment with them for yourself.

Articles (There are none!)

- In English, most of our nouns, especially singular nouns, come with an article – *the* or *a* – before them. Finnish has no such articles.[3]

  Example: Poika heittää pallon.
  (*Boy throws ball.)*

Verbs

- Finnish has no future tense.
- The passive voice in English cannot be expressed without some form of the verb *to be*. In Finnish this is not the case. The verb form merely changes from active to passive by itself.

  Examples: Active: (Finnish) Minä *luen* kirjoja.
  (English) I *read* books.
  Passive: (Finnish) Kirjoja *luetaan*.
  (English) Books *are read*.

  - Notice how, in the examples above, Finnish needs only one word to express both the active and passive versions of the same verb. English, on the other hand, can express the active voice with one word but needs two words to express the passive voice.

- Just like English, Finnish nouns have no gender unlike
- Spanish, French, German, and many other European languages. Even pronouns have no gender (the word *hän* means both *he* and *she*)! This aspect of Finnish helps English speakers who are trying to learn it.

[3] Sometimes the pronoun *se* is used as an article, but this should be done only occasionally and only when it is important to express the specificity of a word.

2. Alphabet and Basic Pronunciation – Part 1

LETTER	SOUND	PRONUNCIATION
A	*Always as a long English **a**, as in f**a**ther, p**a**rlor, m**a**rket.*	**k<u>a</u>ksi, <u>a</u>nsio, <u>a</u>hker<u>a</u>**
B	*Does not naturally occur in Finnish, but does naturally occur in Swedish and will therefore be common in last names and foreign words.*	**<u>b</u>iologia, Lind<u>b</u>erg**
C	*Does not naturally occur in Finnish, only in foreign words and words with foreign origin.*	
D	*Does not naturally occur in Finnish, only common in foreign words and words with foreign origin.*	**<u>d</u>ollari**
E	*Always a short English **e**, as in w**e**t, t**e**ther, r**e**d, and m**e**trical.*	**v<u>e</u>hnä, m<u>e</u>ri, <u>e</u>hdottaa, ky<u>e</u>tä,**
F	*Does not naturally occur in Finnish, only common in foreign words and words with foreign origin.*	**tref<u>f</u>it**
G	*Does not naturally occur in Finnish, only common in foreign words and words with foreign origin.*	**<u>g</u>olfi, <u>g</u>eeli, <u>g</u>alleria**
H	*As English h. Always voiced, no matter where it comes in the word. (As in **h**ot, **h**appy, **h**eavy, and a**h**a! NOT as in Bra**h**ms).*	**<u>h</u>arma, ly<u>h</u>yt, <u>h</u>erkku, na<u>h</u>ka**
I	*Sounds like English **ee** in fl**ee**, s**ee**m, and n**ee**dle.*	**k<u>i</u>rja, <u>i</u>sku, oppi, leikk<u>i</u>**
J	*Sounds like the English **y** sound, as in **y**et, ka**y**ak, and **y**es.*	**<u>j</u>ärkyttää, <u>j</u>äsen, opettaja, nelj<u>ä</u>**
K	*Always like English **k**, except softer. If you hold a piece of paper up to your mouth and say a Finnish **k**, the paper will not move.*	**<u>k</u>äärme, <u>k</u>oko, <u>K</u>emi, ny<u>k</u>yään**
L	*Always as English **l**.*	**<u>l</u>öyly, <u>l</u>imsa, kol<u>m</u>e, äl<u>y</u>käs**
M	*Always as English **m**.*	**<u>m</u>äyrä, e<u>m</u>äntä, huo<u>m</u>enna**
N	*Always as English **n**.*	**<u>n</u>akki, <u>n</u>urkka, hä<u>n</u>, me<u>n</u>o**
O	*A single, round, long o sound without any extra sounds (like a Spanish o), as in h**o**le, f**o**r, p**o**ll, NOT as in m**oa**t, t**oe**, and sh**ow**, NOR as in pr**o**phet, h**o**t, and s**o**lve.*	**<u>o</u>lla, yli<u>o</u>pist<u>o</u>, Su<u>o</u>mi**

P	*Always as English **p**, except softer (see paper test for **k**).*	**paperi, peili, opiskella, puhua**
Q	*Does not naturally occur in Finnish, only in foreign words and words with foreign origin.*	
R	*Rolled in the front of the mouth like a Spanish **r**.*	**raiska, tyrkka, revontulet**
S	*Always as English **s***	**rakastaa, sorsa**
T	*Always as English **t**, only softer (see paper test for **k**).*	**tontti, haluta, täynnä**
U	*Like English **oo**, as in D**u**ke, attit**u**de, and T**u**esday.*	**kukka, turmeltaa, kokemus, uni**
V	*Always as English **v**.*	**tarvita, valkeus, välittää**
W	*An archaic substitute for the letter **v.** Not generally used.*	
X	*Does not naturally occur in Finnish, only in foreign words and words with foreign origin.*	
Y	*This sound does not occur in English; the tongue is placed as to say **ee** but place the lips as if you were about to whistle.*	**synti, ymmärtää**
Z	*Does not naturally occur in Finnish, only in foreign words and words with foreign origin.*	
Ä	*Pronounced like short English **a**, as in c**a**t, h**a**t, pl**a**id, **a**sk.*	**ärsyttää, käsky, läksy**
Ö	*This sound does not exist in English; it is produced by placing the tongue against the bottom teeth and rounding the lips.*	**pölö, hyytelö**

3. Alphabet and Basic Pronunciation – Part 2

Diphthongs

- ✓ *Diphthongs* are combinations of two vowels to produce a different sound. The Finnish *diphthongs* are AI, AU, EI, EU, EY, OI, OU, UI, ÄI, ÄY, ÖI, and ÖY.

- ✓ There are other vowel combinations that are not diphthongs, and should be pronounced as separate, consecutive sounds. They differ from diphthongs in that diphthongs should be pronounced as one sound. Diphthongs and non-diphthongs may be hard at first to keep separate in your memory. A simple rule is that if it does not end in I, U, or Y, it is probably not a diphthong.

- ✓ But if you can manage remembering which sounds are diphthongs and which aren't, figuring out a given diphthong's sound for yourself is easy. Just figure out the sound that each letter individually makes and say them together quickly as a combined sound. Nevertheless, here is a table which may help to get a feel for how diphthongs work:

DIPHTHONG	SOUND	PRONUNCIATION (examples)
AI	*Always makes a long **i** sound as in fi**i**re, l**i**ght, t**i**dy, **ai**sle, and Th**ai**land.*	**kaivo, aine, laiska**
AU	*Makes a sound as in the English br**ow**n, **ou**ch, end**ow**ment, and tr**ou**sers.*	**Rauma, tauko, endaumentti**
EI	*Makes a long sound as in the English r**a**in, r**a**ce, d**a**y, **a**miable, w**ei**ght, and n**ei**ghbor.*	**peili, neitsyt, keino**
EU	*Pronounced like an **eh** and **oo** slurred together. Is not common in English.*	**reuna, teurastaa**
EY	*Like a short **e** closing to pursed lips.*	**terveys,**
OI	*Pronounced as the English b**oy**, l**oi**ter, t**oy**s, and n**oi**sy.*	**soittaa, moi,**
OU	*Pronounced like the English, r**ow**, t**oe**, portf**o**li**o**, p**o**tat**o,** s**ew**, and v**o**te.*	**joutsen, rouva,**
UI	*Pronounced like English **we** in words like s**wee**t, sq**uea**k, sq**uea**mish, **wea**k.*	**uida, luistella**
ÄI	*Started like a short English **a** (Finnish **ä)** and quickly slurred to an **ee** sound. Similar to the Finnish AI diphthong, but sounds more flat, wide, and open.*	**päivä, väittää**

ÄY	*Started like a short English **a** (Finnish **ä)** and quickly slurred to Finnish **y** by pursing the lips right after beginning to say the **ä**.*	**mä<u>y</u>rä, tä<u>y</u>sin**
Öİ	*Said by beginning the ö sound while drawing the lips quickly back into an **i** sound..*	**t<u>öi</u>hin**
ÖY	*The **ö** sound while lips purse toward each other to form a Finnish **y** sound.*	**l<u>öy</u>tää, l<u>öy</u>ly**

Double consonants and double vowels

- ✓ Finnish is a *quantitative* language, which means that a lot depends on how short or how long a particular sound is. Unlike English, the words *short* and *long* do not apply to different sounds made by the same letter; Finnish letters and diphthongs are always pronounced the same way. When we say that a Finnish sound is short or long, we are talking about how long it is held out. A letter that is doubled is held longer than a single letter. The shortness or length of a letter is called its *quantity.* For instance:

Examples:	kuka (who?)	kisa (competition)	uni (dream)
	kukka (flower)	kissa (cat)	uuni (oven)

- ✓ As you can see, pronouncing the correct quantity of a letter is vitally important to speaking Finnish well since a change in quantity can change a word's meaning can change the meaning of a word.

- ✓ Although accurately pronouncing the quantities of letters is important, do not forget that, in Finnish, the emphasis or stress accent of a word always goes on its first syllable. Just because a double vowel or consonant comes in the middle of a word, as in *yrittää*, the syllable with the doubled letter does **not** receive an accent.

4. Asking About / Expressing a State of Being

- *State of being happy, sad, grateful, hungry, tired, rested, etc.*
- *Duties of call, nationality, profession, occupation, etc.*

(See the verb "olla" in a Finnish refererence book)

Olla = To be

	Singular	Plural
1st	**minä olen** *I am*	**me olemme** *we are*
2nd	**sinä olet** *you are*	**te olette** *you are*
3rd	**hän on** *he is* *she is*	**he ovat** *they are*

Negative

	Singular	Plural
1st	**minä en ole** *I am not*	**me emme ole** *we are not*
2nd	**sinä et ole** *you are not*	**te ette ole** *you are not*
3rd	**hän ei ole** *he / she is not*	**he eivät ole** *they are not*

Interrogative

	Singular	Plural
1st	**olenko minä?** *am I?*	**olemmeko me?** *are we?*
2nd	**oletko sinä?** *are you?*	**oletteko te**? *are you?*
3rd	**onko hän?** *is he / she?*	**ovatko he?** *are they?*

+

SINGULAR

(nominative adjectives)

-**Amerikkalainen**	*-American*
-**Suomalainen**	*-Finnish*
-**iloinen**	*-happy*
-**kiitollinen**	*-grateful*
-**väsynyt**	*-tired*
-**surullinen**	*-sad*

(nominative nouns)

-**lähetyssaarnaaja**	*-a missionary*
-**lääkäri**	*-a doctor*
-**opettaja**	-a *teacher*
-**veli** ...	*-brother …*
-**sisar** ...	*-sister …*

-**Myöhempien aikojen pyhien Jeesuksen Kristuksen kirkon edustaja**
-Representative of the Church of Jesus Christ of Latter-day Saints

PLURAL

(partitive adjectives)

-**Amerikkalaisia**	*-American*
-**Suomalainsia**	*-Finnish*
-**iloisia**	*-happy*
-**kiitollisia**	*-grateful*
-**väsyneitä**	*-tired*
-**surullisia**	*-sad*

(partitive nouns)

-**lähetyssaarnaajia**	*-missionaries*
-**lääkäreitä**	*-doctors*
-**opettajia**	*-teachers*
-**veliä** ...	*-brothers …*
-**sisaria** ...	*-sisters …*

-**Myöhempien aikojen pyhien Jeesuksen Kristuksen kirkon edustajia**
-Representative of the Church of Jesus Christ of Latter-day Saints

5. Asking About / Expressing Possession – Part 1

- *To have…*
  (See "-LLA (adessive) case to express possession" in a Finnish reference book)

Minulla on = I have

	Singular	Plural
1st	**minulla on** *I have*	**meillä on** *we have*
2nd	**sinulla on** *you have*	**teillä on** *you have*
3rd	**hänellä on** *he has* *she has*	**heillä on** *they have*

+

(singular nominative)

-kirja	*-the / a book*
-kynä	*-the / a pen*
-isä	*-a father*
-veli	*-a brother*
-äiti	*-a mother*
-perhe	*-a family*
-sisar	*-the / a sister*

(plural partitive)

-kysymyksiä	*-questions*
-ystäviä	*-friends*
-jano	*-thirst (I am thirsty)*
-nälkä	*-hunger (I am hungry)*
-kylmä	*-cold (I am cold)*
-kuuma	*-hot (I am hot)*

Negative**:** To form a negative sentence (e.g. "I do not have . . .") simply replace the word **on** with **ei ole**. The following noun goes into the partitive case.

Interrogative**:** The simplest way to form questions can be accomplished by simply adding word **onko** in front and dropping the **on** from the end. The following noun goes into the partitive case (see principle 12).

Past: The simplest way to form the past tense of "I have" ("I had") can be accomplished by simply replacing word **on** with **oli**.

Examples:

Q. **Onko teillä kysymys?** *Is on you a question?* *(Do you have a question?)*	A. **Kyllä, meillä on kysymys.** *Yes, on us is a question.* *(Yes, we have a question.)*	A. **Ei, meillä ei ole kysymys.** *No, on us is not a question.* *(No, we do not have a question.)*
Q. **Onko sinulla jano?** *Is on you thirst?* *(Are you thirsty?)*	A. **Kyllä, minulla on jano.** *Yes, on me is thirst.* *(Yes, I am thirsty.)*	A. **Ei, minulla ei ole jano.** *No, on me is not thirst.* *(No, I am not thirsty.)*

6. Asking About / Expressing Possession – Part 2

- *Do you have …?*
- *Yes, we have … / No, we don't have …*
  (See "personal pronouns" and "genitive case" in a Finnish reference book)

Q. **Onko sinulla ___** ?
Do you have ___?

A. kyllä, minulla on___ .
Yes, I have___ .

A. **Ei, minulla ei ole___** .
No, I don't have ___ .

Q. **Onko heillä___** ?
Do they have ___ ?

A. **Ei, heillä ei ole___** .
No, they don't have ___.

+

minun *my*	**meidän** *our*
sinun *your*	**teidän** *your*
hänen *his / her*	**heidän** *their*

+

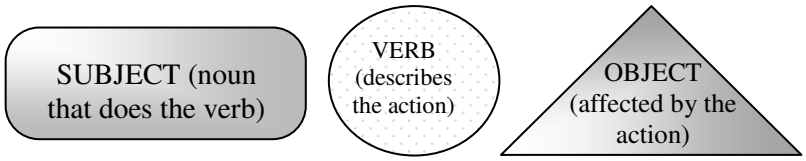
(nominative)
-**kirja** *(book)*
-**vihko** *(notebook)*
-**kirjoitukset** *(scriptures)*
-**sanakirja** *(dictionary)*
-**kynä** (*pencil)*
-**puoliso** *(spouse)*
-**tuoli** *(chair)*
-**opettaja** *(teacher)*
-**toveri** *(comp.)*
-**naapuri** *(neighbor)*
-**presidentti** *(president)*
-**kynä** *(pen)*
-**ystävä** *(friend)*
-**keskustelut** *(discussions)*

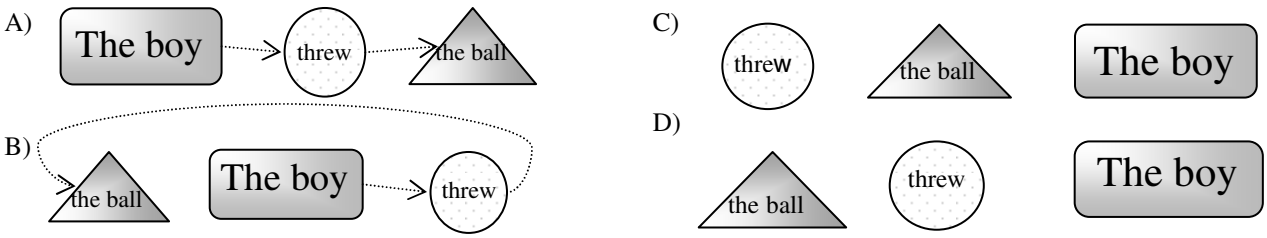
Examples:

Q**. Onko sinulla minun kirja?** *(Do you have my book?)*	A. **Kyllä, minulla on sinun kirja.** *(Yes, I have your book.)*	A**. Ei, minulla ei ole sinun kirja.** *(No, I do not have your book.)*
Q. **Onko hänellä teidän kirjoitukset?** *(Does he have your scriptures?)*	A. **Kyllä, hänellä on meidän kirjoitukset.** *(Yes, he has our scriptures.)*	A**. Ei, hanellä ei ole meidän kirjoitukset.** *(No, he does not have our scriptures.)*

7. Asking About / Expressing Desire, Need, Preference, Ability, Intention

Explanation: As explained before, Finnish cases are endings added to the basic stem of a noun or adjective to express its function in the sentence. Sentences are structured this way:



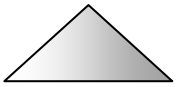


- In the diagrams above, the square is always the subject, the circle is the verb, and the triangle is the object, no matter in what order they come.

- A Finnish sentence may well look like the sentences above, but instead of shapes, Finns use different forms of a word, called *cases*. This different form of the word is called a ***case***. A few cases are listed and explained below:

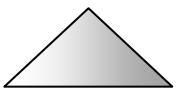
Nominative: This case signifies the subject of the sentence. It can be either plural or singular:

- The nominative singular is the dictionary form: *Jumala*
- The plural nominative is formed by adding -T to the basic stem: *Jumalat*



Accusative: The accusative case is a form of the sentence's object, if the object is definite or permanently and completely affected; it can also be plural or singular:

- The accusative singular is formed by adding -N to the basic stem: *Jumalan*
- The accusative plural looks exactly the same as the nominative plural: *Jumalat*



Partitive: The partitive case is for objects that are not definite or are either not permanently or completely affected; like the accusative case, it can also be plural or singular.

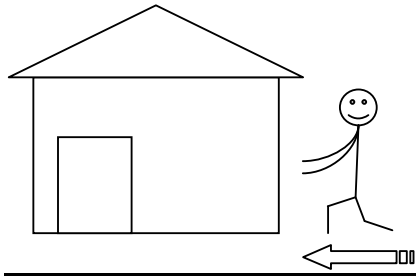
- Both the partitive singular (*Jumalaa*) and partitive plural (*Jumalia*). See the section in the grammar guide on forming the partitive case.

8. Asking About / Expressing Desire, Need, Preference, Ability, Intention – Part 2

Objective: To become familiar with the Finnish case system; especially with the basic locative cases.

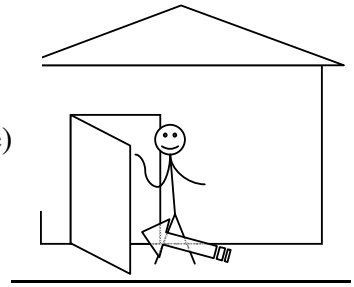
Explanation: Most often, Finnish cases take the place of our prepositions in English (e.g. to, before, from, of, upon, etc.). You can see how this works by viewing the pictures below.

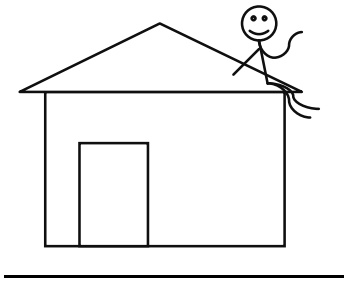
talo = house



-LLE
talo***lle***
(to/up to the house)

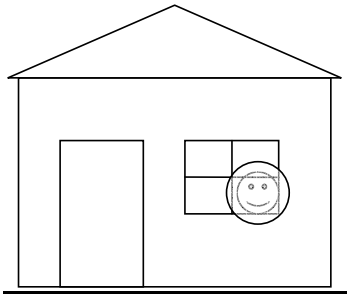
(*into*)
talo***on***
(into the house)

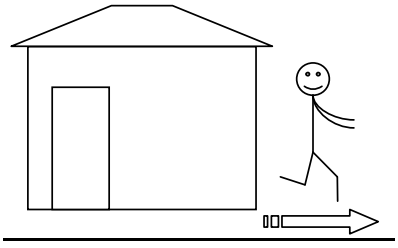




-LLA
talo***lla***
(on/upon/at the house)

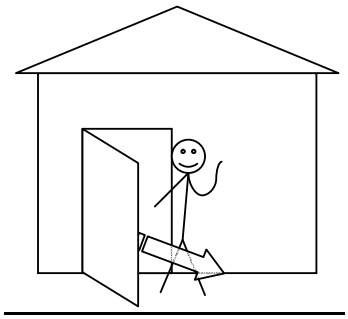
-SSA
talo***ssa***
(in/inside the house)





-LTA
talo***lta***
(from the house)

-STA
talo***sta***
(from out of the house)



- Conjugating regular verbs in present tense
- Learn to form the regular verbs in the present tense.*(See "present affirmative active conjugation" in Finnish reference book)*
- After studying Appendix 1.1.1, create a simple display like the one shown below, and practice.

9. Asking / Describing Simple Actions & Events – Part 2

(See Appendices 1.2, 1.3)

- *To want or to desire (to)*
  (See the verb "haluta" in a Finnish dictionary and "modal verbs" in a Finnish reference book)

Haluta = To want

	Singular	Plural
1st	**minä haluan** *I want*	**me haluamme** *we want*
2nd	**sinä haluat** *you want*	**te haluatte** *you want*
3rd	**hän haluaa** *he / she wants*	**he haluavat** *they want*

Negative

	Singular	Plural
1st	**minä en halua** *I don't want*	**me emme halua** *we don't want*
2nd	**sinä et halua** *you don't want*	**te ette halua** *you don't want*
3rd	**hän ei halua** *he / she doesn't want*	**he eivät halua** *they don't want*

Interrogative

	Singular	Plural
1st	**haluanko minä?** *do I want?*	**haluammeko me?** *do we want?*
2nd	**haluatko sinä?** *do you want?*	**haluatteko te?** *do you want?*
3rd	**haluaako hän?** *does he / she want?*	**haluavatko he?** *do they want?*

+

(singular accusative)

-peilin	*-a mirror*
-veljen	*-a brother*
-kynän	*-a pen*
-sanomalehden	*-the newspaper*
-kissan	*-a cat*
-omenan	*-an apple*
-Mormonin kirjan	*-a B of M*

(partitive nouns)

-ystäviä	*-friends*
-sokeria	*-sugar*
-perunoita	*-potatoes*
-lauluja	*-songs*

(verbs)

-lähteä	*-leave*
-mennä kotiin	*-go home*
-syödä	*-eat*
-nukkua	*-sleep*
-opiskella	*-study*
-puhua suomea	*-speak Finnish*
-keskustella	*-talk / converse*
-oppia ajamaan	*-learn to drive*

10. Asking / Describing Desire, Need, Preference, Ability, Intention – Part 3

- *To have to / to must …*
  (See "verbs of obligation" in Finnish reference book)

Täytyä = To must

	Singular	Plural
1st	**minun täytyy** *I must*	**meidän täytyy** *we must*
2nd	**sinun täytyy** *you must*	**teidän täytyy** *you must*
3rd	**hänen täytyy** *he / she must*	**heidän täytyy** *they must*

Negative

	Singular	Plural
1st	**minun ei täydy** *I must not*	**meidän ei täydy** *we must not*
2nd	**sinun ei täydy** *you must not*	**teidän ei täydy** *you must not*
3rd	**hänen ei täydy** *he / she must not*	**heidän ei täydy** *they must not*

Interrogative

	Singular	Plural
1st	**täytyykö minun?** *must I?*	**täytyykö meidän?** *must we?*
2nd	**täytyykö sinun?** *must you?*	**täytyykö teidän?** *must you?*
3rd	**täytyykö hänen?** *must he / she?*	**täytyykö heidän?** *must they?*

\+

(verbs)

-lähteä	*-leave*
-tehdä työni	*-do my work*
-kirjoittaa kirje	*-write a letter*
-lukea Mormonin kirjaa	*-read the B of M*
-valmistaa ateria	*-prepare the meal*
-mennä nopeasti	*-go quickly*
-syödä meillä	*-eat at our place*
-opiskella kirjoituksia	*-study the scriptures*
-puhua suomea	*-speak Finnish*
-pestä pyykit	*-do my laundry*
-mennä kotiin	*-go home*
-syödä	*-eat*
-nukkua	*-sleep*
-oppia ajamaan	*-learn to drive*

11. Asking / Describing Simple Actions & Events – Part 4

(See Appendices 2.1 and 2.2)

- *To like or to love (to) …*
  (See extended uses of the –STA (elative) case in a Finnish reference book)

Pitää = To like

	Singular	Plural
1st	**minä pidän** *I like*	**me pidämme** *we like*
2nd	**sinä pidät** *you like*	**te pidätte** *you like*
3rd	**hän pitää** *he / she likes*	**he pitävät** *they like*

Negative

	Singular	Plural
1st	**minä en pidä** *I don't like*	**me emme pidä** *we don't like*
2nd	**sinä et pidä** *you don't like*	**te ette pidä** *you don't like*
3rd	**hän ei pidä** *he/she doesn't like*	**he eivät pidä** *they don't like*

Interrogative

	Singular	Plural
1st	**pidänkö mina?** *do I like?*	**pidämmekö me?** *do we like?*
2nd	**pidätkö sinä?** *do you like?*	**pidättekö te?** *do you like?*
3rd	**pitääkö hän?** *does he / she like?*	**pitävätkö he?** *do they like?*

\+

(elative (-STA/Ä)

-teidän kaupungista	*-your city*
-Suomesta	*-Finland*
-temppelistä	*-the temple*
-omenoista	*-apples*
-jäätelöstä	*-ice cream*
-urheilusta	*-sports*
-musiikista	*-music*
-eläimistä	*-animals*
-minun toverista	*-my companion*
-sinun kravatista	*-your tie*
-Mormonin kirjasta	*-the B of M*

(verbs)

-hiihtämisestä	*-skiing*
-laulamisesta	*-singing*
-syömisestä	*-eating*
-nukkumisesta	*-sleeping*
-opiskelemisesta	*-studying*
-puhumisesta	*-talking*

12. Asking / Describing Simple Actions & Events - Part 5

(See Appendices 3.1 and 3.2)

- *To go …*

(See the "INTO" or "illative case" and the "third infinitive" in a Finnish reference book.)

Mennä = To go / to be going

	Singular	Plural
1st	**minä menen** *I'm going*	**me menemme** *we're going*
2nd	**sinä menet** *you're going*	**te menette** *you're going*
3rd	**hän menee** *he / she is going*	**he menevät** *they're going*

Negative

	Singular	Plural
1st	**minä en mene** *I'm not going*	**me emme mene** *we're not going*
2nd	**sinä et mene** *you're not going*	**te ette mene** *you're not going*
3rd	**hän ei mene** *he / she is not going*	**he eivät mene** *they're not going*

Interrogative

	Singular	Plural
1st	**menenkö mina?** *am I going?*	**menemmekö me?** *are we going?*
2nd	**menetkö sinä?** *are you going?*	**menettekö te?** *are you going?*
3rd	**meneekö hän?** *is he / she going?*	**menevätkö he?** *are they going?*

+

(illative (INTO case))

-**kaupunkiin**	*-to town*
-**minun huoneeseen**	*-to my room*
-**Suomeen**	*-to Finland*
-**temppeliin**	*-to the temple*
-**torille**	*-to the market*
-**kirkkoon**	*-to church*

(verbs)

-**lukemaan kirjoituksia**	*-to read scriptures*
-**rukoilemaan**	*-to pray*
-**pesemään pyyk**it	*-to do the laundry*
-soittamaan pianoa	*-to play the piano*
-**hakemaan tavarani**	*-to get my things*
-**tiskaamaan**	*-to do the dishes*
-**pelaamaan tennistä**	*-to play tennis*

13. Asking / Expressing Simple Actions and Events – Part 6

- *To know how to …*
  (See osata in a Finnish dictionary)

Osata = To be able to/To know how to

	Singular	Plural
1st	**minä osaan** *I know how*	**me osaamme** *we know how*
2nd	**sinä osaat** *you know how*	**te osaatte** *you know how*
3rd	**hän osaa** *he / she knows how*	**he osaavat** *they know how*

Negative

	Singular	Plural
1st	**minä en osaa** *I don't know how*	**me emme osaa** *we don't know how*
2nd	**sinä et osaa** *you don't know how*	**te ette osaa** *you don't know how*
3rd	**hän ei osaa** *he / she doesn't know how*	**he eivät osaa** *they don't know how*

Interrogative

	Singular	Plural
1st	**osaanko mina?** *do I know how?*	**osaammeko me?** *do we know how?*
2nd	**osaatko sinä?** *do you know how?*	**osaatteko te?** *do you know how?*
3rd	**osaako hän?** *does he / she know how?*	**osaavatko he?** *do they know how?*

+

(verbs)

-laulaa kauniisti	*-sing beautifully*
-laittaa ruokaa	*-cook*
-korjata autoja	*-fix cars*
-käyttää tietokonetta	*-use the computer*
-maalata tauluja	*-paint paintings*
-pelata sählyä	*-play sähly*
-puhua suomea	*-speak finnish*
-ajaa autoa	*-drive a car*
-tehdä mustikkapiirakkaa	*-make blueberry pie*
-soittaa pianoa	*-play the piano*
-uida hyvin	*-swim well*
-pelata tennistä	*-play tennis*

14. Asking About / Describing Objects and People – Part 1

- *This, that, that over there*
- *What is this? This is …, That is …*
- *Repentance is …, etc.*
- *(See demonstratives in Finnish reference book)*

Singular	Plural
tämä on *this is*	**nämä ovat** *these are*
tuo on *that is*	**nuo ovat** *those are*
se on *it is*	**ne ovat** *they are*

+

(nominative)
-**Raamattu** *(a Bible)*
-**veli / sisar** _____ *(brother / Sister _____)*
-**minun toveri** *(my companion)*
-**meidän lapset** *(our children)*
-**ikkuna** *(a window)*
-**ovi** *(the door)*
-minun housut *(my pair of trousers)*
-**hänen paita** *(his / her shirt)*
-**hänen mekot** *(her dresses)*
-**meidän veljet** *(our brothers)*
-**tuoli** *(a chair)*
-**lyijykynä** *(a pencil)*
-**sinun kravatti** *(your necktie)*
-**minun / sinun sukat** *(my / your socks)*
-**sisar** *(a sister)*
-**vanhin** *(an Elder)*
-**minun veli** *(my brother)*
-**lähetyssaarnaaja** *(a missionary)*
-**kengät** *(shoes)*
-**minun Momonin kirja** *(my B of M)*
-**sinun kynä** *(your pen)*
-**heidän kirjat** *(their books)*
-**minun Raamattu** *(my Bible)*

Examples:

Q. **Ovatko ne minun kengät?** *(Are they my shoes?)*	A. **Kyllä, ne ovat sinun kengät.** *(Yes, they are your shoes.)*	A. **Ei, ne eivät ole sinun kengät.** *(No, they are not your shoes.)*
Q. **Mitkä kengät ovat minun?** *(What shoes are mine?)*	A. **Nämä kengät ovat sinun.** *(These shoes are mine.)*	A. **Nuo kengät ovat sinun.** *(Those shoes are mine.)*
Q. **Mikä tämä on?** *(What is this)*	A. **Tämä on tuoli.** *(This is a chair.)*	A. **Tämä on lyijykynä.** *(This is a pencil.)*

15. Asking About / Expressing State of Being – Part 2

(See Appendices 5.1.1, 5.2.1)

- Conjugating regular verbs in past tense
- Learn to form regular verbs in the past tense
  (See "past tense affirmative" in a Finnish reference book.)
- Create a simple board display like the one shown below, and practice.

Infinitive	Past Stem
ajaa (*to drive*)	ajoi-
antaa (*to give*)	antoi-
mennä (*to go*)	meni-
opiskella (*to study*)	opiskeli-
nähdä (*to see*) ⇨	näke-
maalata (*to paint*)	maalasi-
lähteä (*to leave*)	lähte-
ostaa (*to buy*)	osti-
saada (*to recieve*)	sai-
puhua (*to speak*)	puhui-

+

-n (I ___)	**-mme** (We ____)
-t (You ____)	**-tte** (You (pl.) ____)
nothing (he/she/it _____)	**-vat** (They _____)

Negative

Infinitive	Past Active Participle
tulla (*to come*)	tullut, tulleet
hakea (*to fetch*)	hakenut, hakeneet
jäädä (*to remain*)	jäänyt, jääneet
kirjoittaa (*to write*)	kirjoittanut
kulla (*to hear*) ⇨	kuullut, kuulleet
laulaa (*to sing*)	maalannut, laulaneet
lukea (*to read*)	lukenut, lukeneet
opettaa (*to teach*)	opettanut, opettaneet
kävellä (*to walk*)	kävellyt, kävelleet
leikkiä (*to play*)	leikkinyt, leikkineet

+

en _____ (I did not ___)	**emme** _____ (We did not ____)
et _____ (You did not____)	**ette** _____ (You (pl.) did not ____)
ei _____ (he/she/it did not _____)	**eivät** _____ (They did not _____)

Question

Infinitive	Past Stem
rukoilla (*to pray*)	rukoili-
oppia (*to learn*)	oppi-
nukkua (to sleep)	nukkui-
keskustella (to discuss)	keskusteli-
haluta (to want) ⇨	halusi-
pitää (to like/to keep)	piti-
saapua (to arrive)	saapui-
sanoa (to say)	sanoi-
syödä (to eat)	söi-
osata (to know (how))	osasi-

+

-nko? (Did I ___?)	**-mmeko?** (Did we ____?)
-tko? (Did you ____?)	**-tteko?** (Did you (pl.) ____?)
-ko? (Did he/she/it _____?)	**-vatko?** (Did they _____?)

16. Asking About / Expressing a State of Being – Part 4

- *To be (in past tense)*
- *(See "past tense" in Finnish reference book)*

Olla = To be

	Singular	Plural
1st	**minä olin** *I was*	**me olimme** *we were*
2nd	**sinä olit** *you were*	**te olitte** *you were*
3rd	**hän oli** *he was* *she was*	**he olivat** *they were*

-Olitteko te kirkossa?
-Were you in church?

(adjectives)

-iloinen	*-happy*
-kiitollinen	*-grateful*
-väsynyt	*-tired*
-surullinen	*-sad*

(nouns)

-lähetyssaarnaajia	*-missionaries*
-lääkäri	*-a doctor*
-opettaja	-a *teacher*

(-SSA; (inessive))

-koulussa	*-in school*
-sairaalassa	*-in a hospital*
-kirkossa	*-in church*
-kaupassa	*-in a store / super market*

+

Negative

	Singular	Plural
1st	**minä en ollut** *I was not*	**me emme olleet** *we were not*
2nd	**sinä et ollut** *you were not*	**te ette olleet** *you were not*
3rd	**hän ei ollut** *he / she was not*	**he eivät olleet** *they were not*

Interrogative

	Singular	Plural
1st	**olinko minä?** *was I?*	**olimmeko me?** *were we?*
2nd	**olitko sinä?** *were you?*	**olitteko te?** *were you?*
3rd	**oliko hän?** *was he / she?*	**olivatko he?** *were they?*

17. Asking / Answering Questions of Time, Place, Purpose – Part 1

Objective: To understand and use question words in all of their different forms and usages.

What Family

What: -**Mikä se oli?**
-What was it?

How: -**Miten voit auttaa sinun sisaria ja veljiä?**
-How can you help your brothers and sisters?

Why: -**Miksi haluat oppia suomea?**
-Why do you want to learn Finnish?
(lit. "For what . . . ?")

Where: -**Missä aiotte syödä?**
-Where do you intend to eat?
(lit. "In/at what . . . ?")

Where: -**Mistä sinä olet kotoisin?**
-From where are you originally?
(lit. "From what . . . ?")

Where: -**Mihin Jussi meni?**
-To where did Jussi go?
(lit. "[in]to what . . . ?")

What: -**Mitä haluat tehdä?**
-What do you want to do?
*(*Mikä *in the partitive)*

When: -**Milloin luit Mormonin kirjan?**
-When did you read the Book of Mormon?

Who Family

Who: -**Kuka on sairas*?***
-Who is sick?

Whom: -**Kenet sinä tapasit?**
-Whom did you meet?

Whom: -**Kenelle sinä annat kirjan?**
-To whom will you give the book?

Whom: -**Keneltä sinä sait sen?**
-From whom did you get it?

Whose: -**Kenen ovat nämä kirjoitukset?**
-Whose are these scriptures?

Whom: -**Keneen voimme luottaa?**
-In(to) whom can we trust?

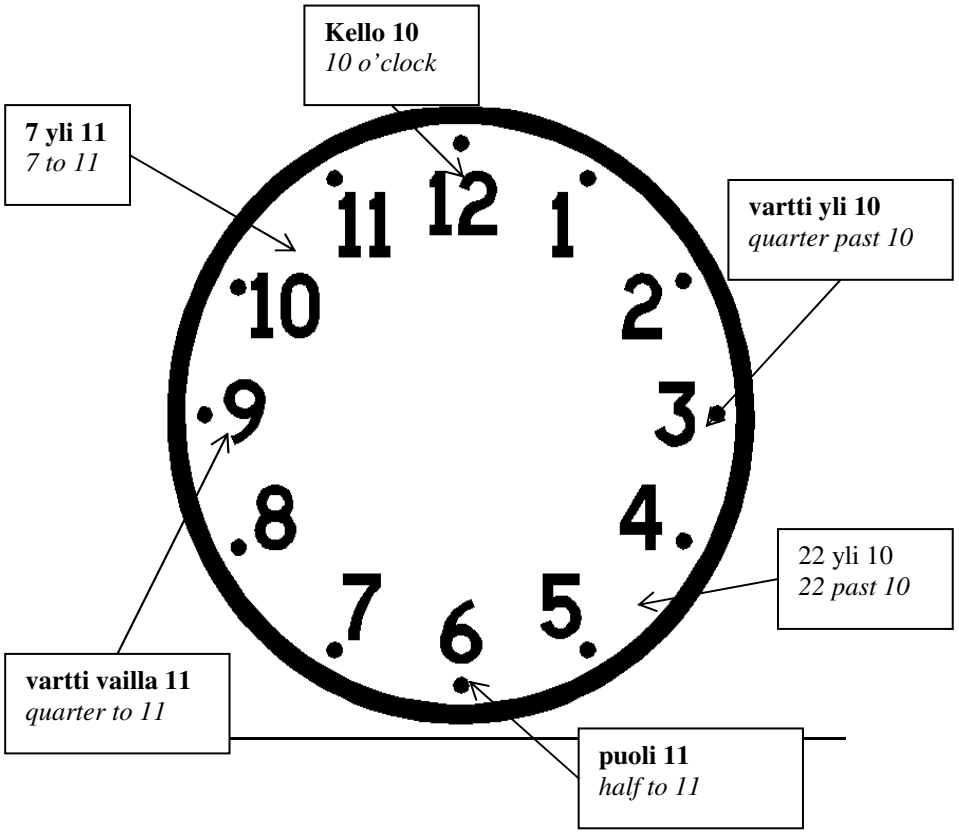
Who has: -**Kenellä on puhevuoro?**
-Who has the turn to speak?
(lit. "On whom is the speaking turn?")

Activity: Sampling verbs learned up to this point, ask questions in the present, past, and near future, using the interrogatives shown above.

18. Asking / Answering Questions of Time, Place, Purpose – Part 3 (Telling Time)

(See Appendix 4.1)

Milloin. . . ? *When . . . ?*		Kello . . . [numero]. *(number) . . . o'clock.*
Plajonko kello on? *How much is the clock (time)?*	+	Kello on . . . [numero]. *The clock (time) is . . .*
Mihin aikaan . . . ? *At what time . . . ?*		(numero) + -LTA case. *. . . at . . .(time).*



Q.	**Anteeksi, paljonko kello on?** *Excuse me, what time is it?*	A.	**Kello on vartti vailla 7.** *It is ¼ before 7.*
Q.	**Mihin aikaan alkaa kirkko?** *At what time begins the church?*	A.	**Se alkaa 9:ltä.** *It begins at 9.*
Q.	**Milloin linjaautomme tulee?** *When does our bus come?*	A.	**Se tulee 5 yli 8.** *It comes 5 past 8.*
Q.	**Milloin me itse tapaamme Veli Sommerin kanssa?** *When meet we ourselves with Brother Sommer?*	A.	**Maanantaina, kahdeksastoista toukokuuta, vartti yli 7:ltä.** *On Monday, the 18th May, at half past seven.*

19. Asking / Answering Questions of Time, Place, Purpose – Part 4

- Objective: Be able to express the date in both the nominative and -NA (essive) form.

- Explanation: There is a difference between giving a simple date (the 24th of July), and specifiying on what day something happens (on the 24th of July). In Finnish, to express on which day (or year) something occurs,

- When saying the year, just say the number -- therefore 1820 would be said, "One thousand eight hundred and twenty," rather than "eighteen twenty."

Weekday	Day of Month	Month	Year
maanantai *(Monday)*	20	**elokuu** *(August)*	1820
tiistai *(Tuesday)*	24	**syyskuu** *(September)*	1957
keskiviikko *(wednesday)*	2	**helmikuu** *(February)*	2002
torstai *(Thursday)*	10	**tammikuu** *(January)*	1995
perjantai *(Friday)*	31	**lokakuu** *(October)*	1830
lauantai *(Saturday)*	18	**maaliskuu** *(March)*	1985
sunnuntai *(Sunday)*	1	**huhtikuu** *(April)*	1776
		toukokuu *(May)*	
		joulukuu *(December)*	
		marraskuu *(November)*	
		kesäkuu *(June)*	
		heinäkuu *(July)*	

Examples

Question	Answer
"Milloin lähdette lähetystyöhön?" *(When are you going to leave on your mission?)*	**"Me lähdemme maanantaina 20. Elokuuta 2002."** *We are going to leave on Monday the 20th of August 2002.)*
Milloin Joseph Smith näki Jumalan? *(When did Joseph Smith see God?)*	**Joseph Smith näki Jumalan vuonna 1820.** *Joseph Smith saw God in the year 1820.*
Milloin pioneerit tulivat Salt Lake:n laaksoon? *(When did the pioneers come to the valley of Salt Lake?)*	**He tulivat heinäkuun kahdentenäkymmenentenäneljäntenä päivänä vuonna 1847.** *(They came on the twenty-fourth day of July in the year 1820).*
Milloin sinä synnyit? *(When were you born).*	**Minä synnyin helmikuun neljäntenätoista päivänä vuonna 1937.** *(I was born on the fourteenth day of February in the year 1937.)*
Mikä päivä on Joulu? *(What day is Christmas?)*	**Joulu on joulukuun kahdeskymmenesviides päivä.** *(Christmas is the twenty-fifth day of Decemeber.)*

Appendices

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1.1. *Present tense of regular verbs*

- Conjugating regular verbs in present tense
- Learn to form the regular verbs in the present tense.*(See "present affirmative active conjugation" in Finnish reference book)*
- Create a simple display like the one shown below, and practice.

infinitive ⇨ present stem +

- n	**- mme**
- t	**- tte**
double last vowel	**- vat**

Example**:**

tulla ⇨ **tule =**
to come

tulen *I come*	**tulemme** *we come*
tulet *you come*	**tulette** *you come*
tulee *he / she comes*	**tulevat** *they come*

1.1.1. Basic stems of regular verbs

Objective: Learn to form the basic stems of verbs in order to conjugate them in the present tense.

Explanation: In order to find the basic stem of a verb, you must first know its infinitive, i.e. its dictionary form. Once you find the verb in its dictionary form, the chart below will tell you how to find the stem of a verb depending on what "verb family" it belongs to.

Family 1:

If infinitive verb ends with:	***vowel** + DA/Ä*	○ *remove -DA/Ä*	*Result:*
EXAMPLES:	voida	void a – -da =	*voi-*
	syödä	syöd ä – -dä =	*syö-*

Family 2:

If infinitive verb ends with:	***vowel** + TA/Ä (all vowels but I and E)*	○ *remove -T-*	*Result:*
EXAMPLES:	haluta	haluta – -t =	*halua-*
	seurata	seurata – -t =	*seuraa-*
Many of the verbs in this family will go to their hard consonant form. (see right)	pudota	pudota – -t = pudoa- → pudoa- → pu***t***oa	*putoa-*
	pelätä	pelätä – -t = pelää- → pelää- → pel***k***ää	*pelkää-*

Family 3:

If infinitive verb ends with:	***vowel** + A/Ä*	○ *remove -A/Ä*			*Result:*
EXAMPLES:	sanoa	sanoa	– -a	=	*sano-*
	oppia	oppia	– -a	=	*oppi-*

Family 4:

If infinitive verb ends with:	*ITA/Ä*	○ *remove -A/Ä* ○ *add -SE*			*Result:*
EXAMPLES:	tarvita	tarvita	– -a =	tarvit-	*tarvitse-*
		tarvit	+ -se	=	
	merkitä	merkitä	– -ä =	merkit-	*merkitse-*
		merkit	+ -se	=	

Family 5:

If infinitive verb ends with:	*ETA/Ä*	○ *remove -TA/Ä* ○ *harden next to last syllable** ○ *add -NE*			*Result:*
EXAMPLES:	paeta	paeta	– -ta =	pae-	*pakene-*
		pae	→	pa***k***e-	
		pake	+ -ne	=	
	haeta	haeta	– -ta =	hae-	*hakene-*
		hae	→	ha***k***e-	
		hake	+ -ne	=	

Some verbs in this family will not need hardening	vanheta	vanheta	– -ta =	vanhe-	*vanhene-*
		vanhe-	+ -ne	=	
	pienetä	pienetä	– -tä =	piene-	*pienene-*
		piene-	+ -ne	pienene-	

*This verb family can be tricky, because although you need to harden the next to last consonant, it does not appear that there is a consonant between the 1st and 2nd syllables to harden! Remember that when K softens, it softens **out** of a word, and therefore the conspicuous absence of a consonant hardens to a K. When there is blank spot in a word like *pa( )eta* or *ha( )eta*, you should imagine that a k went there once and could easily go there again.

Family 6:

If infinitive verb ends with:	*-HDA/-HDÄ*	○ *remove -HDA/Ä* ○ *add -KE*			*Result:*
EXAMPLES:	tehdä	tehdä	– -hdä =	te-	*teke-*
		te-	+ -ke	=	
	nähdä	nähdä	– -hdä =	nä-	*näke-*
		nä-	+ -ke	=	

Family 7:

If infinitive verb ends with:	***2 consonants** + A/Ä*	○ *remove last consonant and -A/Ä* ○ *add -E*			*Result:*
EXAMPLES:	olla	olla	– -la =	ol-	*ole-*
		ol-	+ -e	=	
	mennä	mennä	– -nä =	men-	*mene-*
		men-	+ -e	=	
(Sometimes, you may also need to	ajatella	ajatella	– -la =	ajatel-	*ajattele-*

harden the next to last consonant.)		ajatel-	→	aja***tt***el-
		ajattel-	+ -e	=

Please form basic stems from the infinitive forms of the words below:

ilmetä	luulla	käydä	tahtoa
kyetä	kuunnella	syödä	katsoa
paeta	panna	mitata	osallistua
tehdä	mennä	verrata	mainita
nähdä	purra	tajuta	hallita
nousta	saada	poiketa	vallita
ilmaista	jäädä	uskoa	havaita

1.2 *Partitive singular forms of nouns*

Objective: Learn to form and use the singular partitive case for nouns and adjectives.

Explanation: The partitive case is used for objects which A) are not permanently affected by the verb, B) are not wholly affected by the verb, or C) it is undefined whether or not they are permanently or wholly affected by the verb. The next exercise will ask you to use partitive cases in some of your sentences, and in order to do that, you will need to know how to form the partitive case. Just like verbs, there are "families" associated these nouns too. NOTE: These families will only apply to forming the partitive case.

Partitive Group 1:

If nominative noun ends in:	***two vowels***	○ *add -TA/TÄ*	*Result:*
EXAMPLES:	puu	+ -ta	*puuta*
	tie	+ -tä	*tietä*

Partitive Group 2:

If nominative noun ends in:	*-E*	○ *add -TTA/-TTÄ*	*Result:*
EXAMPLES:	perhe	+ -ttä	*perhettä*
	piire	+ -ttä	*piirettä*
There are a handful of words that end in *-e* but have a basic stem with a single *-e* rather than *-ee*. The partitive form of these words ends in a single *-a/ä*.	nukke	+ -a	*nukkea*

Partitive Group 3:

If nominative noun ends in:	***single vowel*** *(except for -I and -E)*	○ *add -A/-Ä*	*Result:*
EXAMPLES:	osa	+ -a	*osaa*
	yksilö	+ -ä	*yksilöä*

Partitive Group 4:

If nominative noun ends in:	***vowel** + -SI, -LSI, -NSI, or -RSI*	○ *replace -SI with -TTA/-TTÄ*	*Result:*
EXAMPLES:	vesi	– -si, + -ttä	*vettä*
	kansi	– -si, + -tta	*kantta*

Partitive Group 5:

If nominative noun ends in:	***single** -I (basic stem ends in -E)*	○ *replace -I with -EA/-EÄ*	*Result:*
EXAMPLES:	onni	– -i, + -ea	*onnea*
	järvi	– -i, + -eä	*järveä*
Two-syllable nouns nouns ending in -li, -ni, -ri (preceded by a vowel) usually have a singular partitive which replaced the final -I of the dictionary form with -ta, -tä.	kieli	– -i, + -tä	*kieltä*
	ääni	– -i, + -tä	*ääntä*

Partitive Group 6:

If nominative noun ends in:	*single -I (basic stem ends in -I)*	• *add -A/-Ä*	*Result:*
EXAMPLES:	tunti	+ -a	*tuntia*
	filmi	+ -ä	*filmiä*

Partitive Group 7:

If nominative noun ends in:	*-NEN*	• *replace -NEN with -STA/STÄ*	*Result:*
EXAMPLES:	ihminen	+ -a	*ihmistä*
	nainen	+ -a	*naista*

Partitive Group 8:

If nominative noun ends in:	*(other consonants)*	• *add -TA/-TÄ*	*Result:*
EXAMPLES:	tulos	+ -ta	*tulosta*
	kevät	+ -tä	*kevättä*

Partitive Group 10:

If nominative nouns ends in:	*-US/-YS*	*(and has a root from another noun or adjective):*	• *replace final -S with -TTA/-TTÄ*	*Result:*
EXAMPLES:	osuus	(osa)	– -s, + -tta	*osuutta*
	rakkaus	(rakas)	– -s, + -tta	*rakkautta*

Please form the partitive form of the following words from their dictionary form:

lehtinen	toinen	suu	aurinko
oppi	teos	pää	hetki
kaupunki	Jeesus	vastuu	yleisö
poliisi	pituus	mielipide	seura
viranomainen	sydän	lehti	vuosi
äiti	Englantti	kirje	henki
yhteys	Suomalainen	apu	ansio
tekninen	oikeus	kansi	piirre
jäsen	sairaus	kieli	luku
entinen	kysymys	koe	juuri

1.3. Partitive plural forms of nouns

Objective: Learn to form and use the plural partitive case for nouns and adjectives.

Explanation: The plural partitive case is easy. There are only two rules (although there are some subsets of the second rule).

Rule #1	*If plural stem ends in **-I**:*	*then add **-A/-Ä***
	osi-	osia
	seini-	seiniä
	luokki-	luokkia

Rule #2	*If plural stem ends in **vowel + -I**:*	*then add **-TA/-TÄ***
	pui-	puita
	taivai-	taivaita
	perhei	perheritä

	Basic stem:	*If plural stem ends in **vowel + -I** and the **basic stem** ends in a **single vowel**:*	*then replace the final -I with a **-I** and add **-A/-Ä***
	ero-	eroi-	eroja
	sivu-	sivui-	sivuja
	merkki-	merkkei-	merkkejä

For more information on forming the plural partitive, see "*partitive*, *plural"* in a Finnish grammar book.

2.1. Singular stems of nouns

Objective: To learn and use the basic stem of nouns in their proper functions within cases and with the addition of personal pronoun genitive suffixes (P.P.G.S.s).

Explanation: The partitive case is not the only important case in the Finnish language. Many more cases are formed off of the "basic stem," which is formed from the *nominative* case (dictionary form) of the word. Using these cases formed off the basic stem is an important part of understanding and communicating what a noun or adjective does in its sentence

Instructions: Determine which family a noun belongs to by its *nominative* (dictionary) form and follow the instructions in the box.

Family 1:

If the dictionary form ends in:	*-A/-Ä/-O/-Ä/-U/-Y*	○ *Do nothing*	*Result:*
EXAMPLES:	puu	→	puu-
	maa	→	maa-

Family 2:

If the dictionary form ends in:	*-E*	○ *Add another -E* ○ *Harden last syllable (where needed)*	*Result:*
EXAMPLES:	perhe	perhe + -e =	*perhee-*
	pohje	pohje + -e = pohjee- pohjee → poh***k***ee-	*pohkee-*
There are a handful of words and names in Finnish (mostly of foreign origin) which en in -e and have a basic stem that is the same.	nukke	→	*nukke-*
	nalle	→	*nalle-*

Family 3:

If the dictionary form ends in:	*-I*	○ *Replace -I with -E*	*Result:*
EXAMPLES:	jälki	jälki – -i = jälk jälk- + -e =	*jälke-*
	henki	henki – -i = henk henk- + -e =	*henke-*
Some words that end in have a basic stem that also ends in -i; many of these words are loan words, but some are genuine Finnish roots (ending usually in -ki, - -ti).	tunti	→	*tunti-*
	oppi	→	*oppi-*
Words ending in a vowe + -si, -lsi, -nsi, or -rsi w replace the -si with a -te	vesi	vesi – -si = ve- ve- + -te =	*vete-*
	käsi	käsi – -si = kä- kä- + -te =	*käte-*

Family 4:

If the dictionary form ends in:	*-ÄT*	○ *Replace -T with a doubled last vowel*	*Result:*
EXAMPLES:	kevät	kevät – -t, + -i =	*kevää-*

Family 5:

If the dictionary form ends in:	*-ES, -IS, AS/-ÄS*	○ *Replace -S with a doubled last vowel* ○ *Harden the last syllable (when needed)*	*Result:*
EXAMPLES:	rakas	rakas — -s, + -a → rakaa- rakaa- → rak*k*aa	*rakkaa*
	kaunis	kaunis — -s, + - → kaunii- kaunii- → kaunii-	*kaunii-*
A very small numbe of words of this type will replace the fina s with -kse; most of these words are two syllables long with a short vowel in the first syllable.	jänis	jänis — -s = jäni- jäni- + -kse =	*jänikse*
	varis	varis — -s = vari- vari- + -kse =	*varikse*

Family 6:

If the dictionary form ends in:	*-EL, -ER*	○ *Add -EE* ○ *harden the inner consonants*	*Result:*
EXAMPLES:	kyynel	kyynel + -ee = kyynelee kyynelee → kyynelee	*kyynelee-*
	manner	manner + -ee = manneree manneree → man*t*eree	*manteree-*

Family 7:

If the dictionary form ends in:	*-ÄN, -IN (nouns)*	○ *replace final -N with -ME* ○ *harden the inner consonants*	*Result:*
EXAMPLES:	sydän	sydän – -n, + -me = sydäme sydäme → sydäme	*sydäme-*
	pidin	pidin – -n, + -me = pidime pidime → pitime	*pitime-*

Family 8:

If the dictionary form ends in:	*-IN (superlativ adjectives)*	○ *replace final -N with -MPA/-MPÄ*			*Result:*
EXAMPLES:	isoin	isoin	– -n, + -mpa	=	*isoimpa-*
	syvin	syvir	– -n, + -mpä	=	*syvimpä-*

Family 9:

If the dictionary form ends in:	*-IN, -ON, ÖN (adjectives*	○ *replace final -N with -MA/-MÄ* ○ *harden the inner consonants*			*Result:*
EXAMPLES:	lämmin	lämmin	– -n, + -mä =	lämmimä-	*lämpimä-*
		lämmimä- →		lämpimä-	
	työtön	työtön	– -n, + -mä =	työtömä-	*työttömä-*

	työtömä- →	työttömä-

Family 10:

If the dictionary form ends in:	*-UUS/-YYS, AUS/-ÄYS, EUS/-EYS, -OUS/-ÖYS (derived from nouns or adjectives)*	○ *replace the final -S with -TE*			*Result:*
EXAMPLES:	vahvuus	vahvuus	– -s, + -te	=	*vahvuute-*
	rakkaus	rakkaus	– -s, + -te	=	*rakkaute-*

Family 11:

If the dictionary form ends in:	*-US/-YS, -OS/-ÖS (no derived from nouns or adjectives)*	○ *replace the final -S with -KSI*			*Result:*
EXAMPLES:	hius-	hius	– -s, + -kse	=	*hiukse-*
	putous	putous	– -s, + -kse	=	*putoukse-*

Family 12:

If the dictionary form ends in:	*-EN*	○ *add -E*			*Result:*
EXAMPLE:	jäsen	jäsen	+ -e	=	*jäsene-*

Family 13:

If the dictionary form ends in:	*-NEN*	○	*repalce -NEN with -SE*		*Result:*
EXAMPLES:	ihminen	ihminen	– -nen, + -s	=	*ihmise-*
	nainen	nainen	– -nen, + -s	=	*naise-*

Please form the basic stem from the dictionary form of the nouns below:

eläin	päätös	kirves	aurinko
seuraus	tilaisuus	syksy	järvi
vaikein	kokous	koe	pappi
askel	tulos	kone	teko
Jeesus	toinen	liikenne	talvi
välttämätön	suloisin	minuutti	onni
yhteys	välitön	filmi	meri
Amerikkalainen	vapaus	hetki	tehdas
osuus	mukainen	kansi	ketju
sairaus	luonne	viras	aika
teos	huoli	pohje	jänis

2.2. The –STA case

The -sta case is formed by adding -STA to the basic or plural stem of a noun or adjective:

basic stem + -STA/-STÄ

Simple Use:

- The simple meaning of the -sta case is "from out of _____." For example:

Examples: *talo* — the house; *talosta* — from out of the house

- Extended Use:

- However, you may have already noticed that the -sta case can mean a number of different things. These other meanings are called *extended usages*, and will occur in conjunction with some verbs and adjectives.

FOR: For example, when we express thanks for something (as in prayer), the -STA case works as the "for" does in English. Observe:

Example: *kiitän sinua Mormonin Kirjasta.*
I thank you (of Mormon for The Book)

- ABOUT: Most of the time, our English word *about* is represented in Finnish by the -sta case. for example:

Example: *Meillä on sanoma Jeesuksesta Kristuksesta*
On us is a message about Jesus Christ.
(we have)

- WITH *PITÄÄ*: When we say that we like something, the object of our liking occurs in the -STA case. This kind of construction always occurs with *pitää.*

Example: *Minä pidän jäätelöstä.*
I like ice cream.

Please add the -STA case to the words shown in the nominative form below (don't forget to soften where needed!).

ranta	ikkuna	hetki	kysymys
sana	ihminen	ääni	kokous
pyhä	nainen	tuuli	rakkaus
Suomi	Suomalainen	kuukausi	pituus
osa	henki	lehti	mahdollisuus

3.1. The "into" case

The INTO case is used when we are expressing motion into something. However, the INTO case can be formed in different ways depending on the family of the word that takes the case. They are governed by 3 basic rules:

#1:

Normally, the last vowel of the basic stem is doubled and -N is added:

Examples:

nominative	*basic stem*	*INTO case*
talo	talo-	tal***oon***
Kristus	Kristukse-	Kristuk***seen***

#2:

When the basic stem ends in a diphthong or other , -H is inserted in between the doubled vowels +-N. This also occurs when the stem is 1 syllable long.

Examples:

nominative	*basic stem*	*INTO case*
suo	suo-	suo***hon***
tiistai	tiistai-	tiistai***hin***
maa	maa-	maa***han***
suu	suu-	suu***hun***

#3:

For basic stems of more than one syllable that end in a double vowel, the suffix -seen is added to the basic stem.

Examples:

nominative	*basic stem*	*INTO case*
Espoo	Espoo-	Espoo***seen***
perhe	perhee-	perhee***seen***

Please form the into case from the nominative form of the following nouns.

yö	kevät	kirkko	sunnuntai
vastuu	vene	tapa	henki
oppilas	ero	kerta	jäsen

3.2. The –LLE case

Objective: Learn to form and use the –LLE case.

Explanation: The –LLE case put onto the stem of a noun or adjective when it is necessary to show motion "to" the object (example: "Opetan evankeliumia ihmisille," *I teach the gospel to people.*) However, the –LLE case must be carefully distinguished from the INTO case. Both can describe motion to somewhere, but while the INTO case usually involves going **inside**, the –LLE case usually means anything **but** going inside.

Examples: Menemme järve***lle***
We go **to the** *lake.*

Menemme järv***een***
we go **into** *the lake*.

Formation:

basic (or plural) stem + -LLE

*Please add the –LLE case to the stems – singular and plural – of the following nouns (don't forget to soften where it is needed!):*tei-

takuu-	apu-	virka-	lume-
aihee-	yksilö-	väri-	mahdollisuute-
kokei-	yhtiöi-	piiri-	rakkauksi-
iloi-	vaara-	jälke-	tulokse-
olo-	tapoi-	henkei-	Jeesukse-
sääntöi-	kerta-	lehtei-	

Please add the –LLE case to the nominative forms of the following nouns (don't forget to soften where it is needed!):

työ	kauppa	metri	kieli
kuningas	verta	Tampere	osuus
vene	pinta	nainen	vapaus
kone	virka	löytöretki	tapaus
joulu	suunta	järvi	hallitus

The nouns above are in their nominative forms. Please add the -LLE case to their plural stems.

4.1. Numbers: Their stems and cases

- Objective: To learn the stems of both cardinal and ordinal numbers.
- Explanation: There are two kinds of numbers in Finnish: "cardinal" and "ordinal" numbers. "Cardinal" numbers are numbers just like our english numbers. "Ordinal" numbers, like the name implies, are used to describe where "order" something is in a certain order. They asre equilvalent to our "first," "second," "third."
- Just like every other noun and adjective, they have stems so that they can take cases. You may already know the numbers, but their cases are just as important when describing dates and times.
- When expressing numbers higher than nine, cases are put on all words in a number except *toista*, (eg. "at/from 19" = yhdeksältätoista, "on the 23rd" = kahdentenäkymmenentenäkolmantena.)

Cardinal Numbers: (one, two, three, four)

#	Nominative	Stem	Partitive
1	Yksi	yhte-	yhtä
2	Kaksi	kahte-	kahta
3	Kolme	kolme-	kolmea
4	Neljä	neljä	neljää
5	Viisi	viite-	viittä
6	Kuusi	kuute-	kuutta
7	Seitsemän	seitsemä-	seitsemää
8	Kahdeksan	kahdeksa-	kahdeksaa
9	Yhdeksän	yhdeksä-	yhdeksää
10	Kymmenen	kymmene-	kymmentä
20	Kaksikymmentä	kahde-kymmene-	kahtakymmentä
100	Sata	sata-	sataa
1000	Tuhat	tuhane-	tuhatta

Ordinal Numbers: (first, second, third, fourth . . .)

#	Nominative	Stem	Partitive
1st	ensimmäinen	ensimmäise-	ensimmäistä
2nd	toinen	toise-	toista
3rd	kolmas	kolmante-	komatta
4th	neljäs	neljänte-	neljättä
5th	viides	viidente-	viidettä
6th	kuudes	kuudente-	kuudetta
7th	seitsemäs	seitsemänte-	seitsemättä
8th	kahdeksas	kahdeksante-	kahdeksatta
9th	yhdeksäs	yhdeksänte-	yhdeksättä
10th	kymmenes	kymmenente-	kymmenettä
11th	yhdestoista	yhdente-_toista	yhdestatoista
12th	kahdestoista	kahdente-_toista	kahdestatoista

Practice adding the -LTA and -NA cases on to the following numbers.

3	14	23	100
9	13	43	153
5	16	78	1000
4	17	90	1830

5.1. Past tense of regular verbs

- Conjugating regular verbs in past tense
- Learn to form regular verbs in the past tense
  (See "past tense affirmative" in a Finnish reference book.)
- Create a simple board display like the one shown below, and practice.

Infinitive ⇨ past stem +

- n	**- mme**
- t	**- tte**
- *(nothing)*	**- vat**

Example**:**

Tulla ⇨ **tuli** **=**
to come

tulin *I came*	**tulimme** *we came)*
tulit *you came*	**tulitte** *you came*
tuli *he/she came*	**tulivat** *they came*

5.1.1. Forming past stems

Family 1:

If basic stem ends with:	***double vowel*** *(and is one syllable long)*	○ *replace final vowel with -i*			*Result:*
EXAMPLES: (jäädä)	jää-	– -ä	+ -i	=	*jäi-*
(saada)	saa-	– -a	+ -i	=	*sai-*

Family 2:

If basic stem ends with:	***diphthong*** *(not ending in -I)*	○ *add -I* ○ *drop the first vowel of the diphthong*			*Result:*
EXAMPLES: (viedä)	vie-	+ -i	– -ä	=	*vei-*
(syödä)	syö-	+ -i	– -y	=	*söi-*
The diphthong -ÄY will became -ÄVI (käydä)	käy-	– -ävi	+ -äy	=	*kävi-*

Family 3:

If basic stem ends with:	*-I*	○ *do nothing*	*Result:*
EXAMPLES: (voida)	voi-	⇒	*voi-*
(sallia)	salli-	⇒	*salli-*

Family 4:

If basic stem ends with:	***two vowels*** *(and is more than one syllable)*	○ *drop the final -a/-ä* ○ *add -si*			*Result:*
EXAMPLES: (osata)	osaa-	– -a	+ -si	=	*osasi-*
(verrata)	vertaa-	– -a	+ .si	=	*vertasi-*

Family 5:

If basic stem ends with:	*-O, -U, -Y*	○ *add -i*		*Result:*
EXAMPLES: (katsoa)	katso-	+ -i	=	*katsoi-*
(istua)	istu-	+ -i	=	*istui-*

Family 6:

If basic stem ends with:	*-A* *(two syllables long) (first vowel of the stem is -A)*	○ *drop -a* ○ *add -oi*			*Result:*
EXAMPLES: (laulaa)	laula-	– -a	+ -oi	=	*lauloi-*
(auttaa)	autta-	– -a	+ -oi	=	*auttoi-*

Family 7:

If basic stem ends with:	*-A/-Ä*	○ *drop -a/-ä* ○ *add -i*			*Result:*
EXAMPLES: (muistaa)	muista-	– -a	+ -i	=	*muisti-*
(käyttää)	käyttä-	– -ä	+ -i	=	*käytti-*

Family 8:

If basic stem ends with:	*diphthong + -TA/-TÄ;* or *double vowel + -TA/-TÄ;* or *-LTA/-LTÄ, -NTA/-NTÄ, -RTA/-RTÄ*	○ *drop -ta/-tä* *add -si*			*Result:*
EXAMPLES: (tietä)	tietä	– -tä	+ -si	=	*tiesi-*
(huutaa)	huuta-	– -ta	+ -si	=	*huusi-*
Some words of this type do not replace the -t- with -s-. This is especially true of words beginning with s- or having an -o- in the first syllable.	säätä	– -ä	+ -i	=	*sääti-*
	sietä-	– -ä	+ -i	=	*sieti-*
	hoita-	– -ä	+ -i	=	*hoiti-*

Family 9:

If basic stem ends with:	*-E*	○ *drop -e* ○ *add -i*			*Result:*
EXAMPLES:	lähte-	– -e	+ -i	=	*lähti-*
	teke-	– -e	+ -i	=	*teki-*
If the final -e follows -lt, nt, or rt, the -t will become an S.	tunte-	– -te	+ -si	=	*tunsi-*

Please form the past stem from the basic stem of each verb below.

kiertä-	ole-	lyö-	poikea-
jakaa-	kasva-	ui-	halua-
nouse-	vaihta-	toimi-	kysy-
puhalta-	edellyttä-	arvioi-	saa-
otta-	rakenta-	tuo-	tahto-
jättä-	pääse-	oppi-	huolehti-
maksa-	viittaa-	luo-	vie-
tunte-	jää-	myy-	kuulu-
vahvista-	tarjoa-	avaa-	

Please form the past stem from the infinitive of each verb below.

vaihtaa	pyytää	saada	koota
jaksaa	taitaa	lyödä	viedä
painaa	sisältää	jäädä	tutkia
ajaa	löytää	suoda	sopia
muodostaa	koskea	luoda	ohjata
ostaa	kulkea	ehtiä	poiketa
riittää	tuntea	löytyä	pudota
pitää	nähdä	myydä	päätyä

5.2. Negative past tense

- Conjugating regular verbs in past negative tense
- Learn to form regular verbs in the past negative tense
  (See "past negative conjugation" or "past negation" in a Finnish reference book)
- Create a simple board display like the one shown below, and practice.

minä en *I don't*	**me emme** *we don't*
sinä et *you don't*	**te ette** *you all don't*
hän ei *he / she doesn't*	**he eivät** *they don't*

+ past active participle

Example**:**

minä en		**tullut** *(I didn't come)*
sinä et		**tullut** *(you didn't come)*
hän ei		**tullut** *(he / she didn't come)*
	+	
me emme		**tulleet** *(we didn't come)*
te ette		**tulleet** *(you all didn't come)*
he eivät		**tulleet** *(they didn't come)*

The past active participle

Objective: To form and use the past active participle.

Exaplanation: A participle is a verb that has been turned into an adjective. We use them commonly in English: "I saw a *running* man," and "The *frightened* kitten scampered through the *looming* forest." Past active participles indicate a verb that the subject has done in the past.

Past active participles are used in past negative constructions, which you learn in the next principle. First you need to know how to form them. There are four main rules:

#1

If the dictionary form ends in -DA/-DÄ, then replace the -DA/-DÄ with -NUT/-NYT.

Examples:

Infinitive	Past Active Participle
saada	saa*nut*
syödä	syö*nyt*
tehdä	teh*nyt*

#2

If the dictionary form ends in (vowel) + -TA/-TÄ, then drop the -TA/-TÄ and add -NNUT/-NNYT.

Examples:

Infinitive	Past Active Participle
osata	osa*nnut*
pelätä	pelä*nnyt*
kyetä	kye*nnyt*

#3

If the dictionary form ends in (two vowels) then drop the final -A/-Ä and add -NUT/-NYT.

Examples:

Infinitive	Past Active Participle
puhua	puhu*nut*
käyttää	käyttä*nyt*
lähteä	lähte*nyt*

#4

If the dictionary form ends in (two consonants) + -A/-Ä, then drop the last consonant and -A/-Ä, double the first consonant, and add -UT/-YT.

Examples:

Infinitive	Past Active Participle
olla	oll*ut*
mennä	menn*yt*
päästä	pääs*syt*

Practice putting the infinitives of the words below into present active participles:

mennä	tarvita	puhua	auttaa
jäädä	viedä	kuulua	kuolla
katsoa	pelätä	tulla	päästä
arvioida	tavata	antaa	vastata
juosta	käydä	saada	kasvaa
haluta	sanoa	siunata	julkaist